Analysis of Variance Reporting 2022

School Name:	Whakamarama School		School Number:	2079

Focus Area	**MATHEMATICS**
Strategic Aim:	**Strategic Goal:** To provide a responsive curriculum and effective teaching to raise student achievement and success for all
Annual Aim:	**Annual Plan Action** Targets set to increase the number of students achieving at / above the expected curriculum levels for mathematics

Target:	Target students will make accelerated progress in math in relation to school expected levels in Numeracy and the NZ Curriculum
	Success Indicators:
	We will know when we have achieved this when we:
	1. Increase the total number of students learning within or beyond their appropriate curriculum level for mathematics by the end of 2022.
	2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for mathematics by the end of 2022.
	3. To *accelerate* the progress of the following priority groups as identified in the 2021 end-of-year achievement data (excluding end of year leavers):
	    • 2 Female; 2 Male
	    • 1 Māori; 3 NZ / European
	    • Two Year 3; Two Year 6

Baseline Data 2021

Mathematics		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male	1	2.4%	1	2.4%	27	64.3%	13	31%	42
	Female			2	5.7%	24	68.6%	9	25.7%	35
	Total	1	1.3%	3	3.9%	51	66.2%	22	28.6%	77
Māori	Male					5	62.5%	3	37.5%	8
	Female			1	12.5%	5	62.5%	2	25%	8
	Total			1	6.25%	10	62.5%	5	31.3%	16
Asian / MELAA / Pasifika	Male					2	100%			2
	Female					2	100%			2
	Total					4	100%			4
European /Pākehā/Other European	Male	1	3.1%	1	3.1%	20	62.5%	10	31.3%	32
	Female			1	4%	17	68%	7	28%	25
	Total	1	1.8%	2	3.5%	37	64.9%	17	29.8%	57

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Target Student Data • Current data of target group students was compiled early Term 1 to gain accurate levels to assess specific individual / group needs. • Achievement targets were set to accelerate progress of students performing below curriculum expectation. **Maori Student Achievement** • Evaluated the impact of initiatives to improve Māori students' presence, engagement and achievement • Continued to review the school curriculum to ensure that this reflects the aspirations and needs of Māori students and is inclusive of the principles of The New Zealand Curriculum. Linked learning to real life experiences. **Culturally Responsive School Culture** • Whanaungatanga – teachers focused on building strong learner focussed relationships with ākonga and their whānau; utilising the experiences they bring to school. • Teachers included contexts for learning that acknowledge our biculturalism. **School Wide** • Provision of focussed numeracy support (explicit teaching) to accelerate students yet to meet curriculum expectation (ALiM approach) • Teachers set up positive norms in their classrooms (Jo Boaler)	Increase the total number of students learning within or beyond their appropriate curriculum level for mathematics by the end of 2022 • The total number of 2022 learners working within or beyond their appropriate curriculum level in mathematics is 80/88 (90.9%) compared with 73/77 (94.8%) at the end of 2021. • The total number of 2022 Māori learners working within or beyond their appropriate curriculum level in mathematics is 14/17 (82.4%) compared with 15/16 (93.8%) at the end of 2021. *Note: 19/88 (21.6%) students enrolled at Whakamārama School across 2022 and were new to cohort reporting. 3/19 (15.8%) did not reach typical student progress at year end, of which 1/19 (5.3%) are Māori.* *Some learners reached a learning plateau (a time when the learner, regardless of their best efforts, seem to "stop" making **visible** progress) but these learners continued to make progress towards learning **within** their level of the NZ Curriculum.* Ensure all students make progress towards learning within or beyond their appropriate curriculum level for mathematics by the end of 2022. • Most learners from 2021, continued to make progress towards learning within or beyond their appropriate curriculum level for mathematics. | **Nov 2021**	**June 2022**	**Dec 2022**
---	---	---
94.4% (67/71)	87.3% (62/71)	92.6% (63/68) | • Of the 4 students identified as needing targeting across 2022	**Target Student Data** • Data from December 2021 was used to compile target group students. • Current assessment data was collected and analysed early Term 1 to ascertain individual / group needs. Target groups compiled. • ALiM intervention approach for target students (core and more) • Monitoring of students that accelerated (2019, 2020, 2021) **School Wide** • Focus on High Impact Teaching Strategies: goal setting, structured lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, feedback, differentiated teaching, questioning. • Use of the Optimal Learning Model (Reggie Routman) which uses a slow-release model of I do (the teacher) We do (Teacher and Students), We do (Teacher and Students), You do (students apply new knowledge independently). Scaffolding of learning so that students could notice, understand, and apply new mathematics strategies. • Use of modelling books - record of student thinking during teacher-led groups • E-AsTTle used as a diagnostic tool, using achievement data to inform next steps for Years 4-8. • PAT utilised as a diagnostic tool, using achievement data to inform next steps for Years 3-8. **Teacher Inquiry** • Most teachers applying successful strategies from the ALiM PD project: 5 Talk Moves, Positive Norms (Jo Boaler), Hands-on equipment, Growth Mindset	**Target Student Data** • Set achievement targets to accelerate progress of students performing below curriculum expectation. • Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs. • Accelerate the progress and achievement of 6 students across 2023 as identified from 2022 achievement data yet to meet curriculum expectation. • Mathematics Curriculum and Achievement Action Plan to be reviewed and discussed at a staff meeting at the beginning of 2023 (with a specific focus on Tier 2 support). Target students to be discussed - goals, planning and interventions. **Māori Student Achievement** • Continue to evaluate the impact of initiatives to improve Māori students' presence, engagement, and achievement. • Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum • Gain feedback from parents of our Māori learners about their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement. **Culturally Responsive School Culture** • Continue to build relationships and connections with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākonga about their aspirations, their experiences at school, and their ideas for improving the school. • Include contexts for learning that acknowledge and recognise our biculturalism.

- Focused on the 'Key Competencies' to improve the ability of students to self-manage and self-regulate their own learning.
- Monitored systems and the impact they were having on students.
- Monitored the progress of students that had accelerated in previous years.
- PAT, E-AsTTle and GloSS used as a diagnostic tool, using achievement data to inform next steps.

Teacher Inquiry
- Continued to apply successful strategies from ALiM PD project (lead teacher)
- Teacher Inquiry- Teachers and leaders aware of 'at risk' and 'cause for concern' students, particularly Māori yet to meet expectation.
- Regular discussion and monitoring of progress and analysis of next steps. What do the results tell us? What do we need to do? How will we do it?
- Monitored impact of support programmes

Parent Partnership
- Conversations with parents of target students – at least twice a term
- Focus on learning-focused partnerships between students, teachers and whānau to support interactions and learning conversations.

Resourcing
- Continued to review equipment and resources available to 'at risk' and 'cause for concern' students to

---

  - o 2/4 (50%) reached curriculum expectation.
  - o 1/4 (25%) accelerated but continue to be a cause for concern.
  - o 1/4 (25%) progressed, but attendance rate and illness had an impact on acceleration.
- In June 2022, a further 5 students were identified as needing targeting.
  - o 2/5 reached curriculum expectation by year.

To **accelerate** the progress of the following priority groups as identified in the 2020 end-of-year achievement data:

2 Female; 2 Male
- 1/2 (50%) male cause for concern at the end of 2021 made accelerated progress and is working within their appropriate curriculum level.
- 1/2 (50%) male students continue to be target students. This male was 'at risk' at the end of 2021 and accelerated. They continue to be a 'cause for concern'.
- 1/2 (50%) female cause for concern at the end of 2021 made accelerated progress and is working within their appropriate curriculum level.

Māori; 3 NZ / European
- 1/1 (100%) Māori students cause for concern end of 2021 continue to be target students.
- 2/3 (66.7%) NZ / European students cause for concern at the end of 2021 made accelerated progress and are working within their appropriate curriculum level.
- 1/3 (33.3%) NZ / European students at risk at the end of 2021 made accelerated progress but has yet to reach typical student progress at year end.

Two Year 3; Two Year 6
- 1/2 (50%) Year 3 students made accelerated progress and are working within their appropriate curriculum level.
- 1/2 (50%) Year 6 students made accelerated progress and are working within their appropriate curriculum level.

Parent Partnership
- Parent / whānau meetings took place in April and July to discuss learning goals and progress / achievement.
- Use of ClassDoJo to promote learning partnerships with whanau / student / teacher.
- Face to face meetings, phone calls, and messaging (the regularity of this for target learners continues to grow across the team).

Resourcing
- Equipment purchases as necessary to effectively meet the mathematical needs of all students.

Professional Development / Learning
- In-class modelling, and observation took place for teachers as required. This was particularly beneficial for new members to the teaching team.

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Continue to increase visible te reo and tikanga Māori in our kura.
- Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākonga and their whānau. Utilise the experiences they bring to school.

School Wide
- Continued provision of focussed numeracy support (explicit teaching) to accelerate students yet to meet curriculum expectation. ALiM intervention approach. Teaching to demonstrate the connection between addition/subtraction and multiplication/division.
- Teachers work together in a collaborative, interactive and ongoing way to improve teacher practice and outcomes for students.
- Teachers Setting up Positive Norms in their Math Class (Jo Boaler)
- Continue to improve student assessment capability (school wide rubrics)
- Continue to use mathematics progressions (student agency)
- Focus on the 'Key Competencies' to improve the ability of students to self-manage and self-regulate their own learning.
- Continue to monitor the progress of students that accelerated across 2020, 2021 and 2022.
- Continue to use PAT, GloSS, E-AsTTle and JAM as diagnostic tools, using achievement data to inform next steps.
- Monitor systems and the impact they are having on student learning (next steps)
- Continued teacher moderation of assessment administration for consistency and accurate student Numeracy Stages – GloSS

Teacher Inquiry
- Continue to apply successful strategies from ALiM PD project.
- Collaborative Teacher Inquiry- Teachers and leaders being aware of students, particularly Maori students, yet to meet curriculum expectation. Regular discussion and

effectively meet their mathematical needs.
- Unit allocated for leadership of mathematics. Leader promoted new resources, websites, professional readings; organised in class observation and modelling visits; mentored teachers

Professional Development / Learning
- Provision of individual professional development, in class modelling, observation and feedback for teachers as required

- 1/2 (50%) Year 6 students accelerated but has yet to reach typical student progress at year end.

monitoring of progress. Collaborative analysis of next steps.

Parent Partnership
- Plan and negotiate opportunities for parents / whānau to participate in the math learning environment alongside their child.
- Conversations with parents of target students – at least twice a term
- Build genuine learning-focused partnerships between students, teachers to support parent feedback, interactions and learning conversations.

Resourcing
- Continue to review equipment and resources available to students who are yet to meet curriculum expectation to effectively meet their mathematical needs and purchase as necessary.
- Leadership of mathematics.

Professional Development / Learning
- Continue to provide provision for individual professional development; in class modelling, observation and feedback for teachers as required.
- Acceleration learning coach (mathematics) will continue to work in classrooms and model effective mathematical pedagogy to teachers.
- Balanced mathematics programme: what is needed for ākonga to receive rich learning experiences and a full diet of maths education.
- One teacher on ALiM contract with MOE (programmes for students)

Planning for next year:

- Addressing Priority Learners: identification; collaborating to better address students' learning needs; whānau engagement
- Continue with integrated learning: curriculum development encompassing an integrated curriculum, authentic learning experiences, culturally responsive and relational pedagogy.
- Continue to sustain researched evidenced approaches to accelerating the progress of students.
- The board will continue to support resourcing that impacts on mathematics.
- Mathematics: Across 2023, accelerate the progress and achievement of 6 students as identified in 2022
  - 3 Female; 3 Male
  - 1 Māori; 4 NZ / European; 1 Other
  - One Year 2; One Year 4; One Year 5; One Year 6; One Year 7; One Year 8

Focus Area	READING
Strategic Aim:	**Strategic Goal:** To provide a responsive curriculum and effective teaching to raise student achievement and success for all
Annual Aim:	**Annual Plan Action** Targets set to increase the number of students achieving at / above the expected curriculum levels for reading
Target:	**Target:** Target students will make accelerated progress in reading in relation to school progression levels and the NZ Curriculum **Success Indicators:** We will know when we have achieved this when we: 1. Increase the total number of students learning within or beyond their appropriate curriculum level for reading by the end of 2022. 2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for reading by the end of 2022. 3. To *accelerate* the progress of the following priority groups as identified in the 2021 end-of-year achievement data (excluding end of year leavers): • 7 Female; 5 Male • 2 Māori; 10 NZ / European • Three Year 2; One Year 3; Two Year 4; One Year 5; Four Year 6; One Year 8

Baseline Data:

Baseline Data 2021

Reading		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male	2	4.6%	3	7.1%	24	57.1%	13	31%	42
	Female			7	20%	15	42.9%	13	37.1%	35
	Total	2	2.6%	10	13%	39	50.6%	26	33.8%	77
Māori	Male	1	12.5%			7	87.5%			8
	Female			1	12.5%	4	50%	3	37.5%	8
	Total	1	6.3%	1	6.3%	11	68.8%	3	18.8%	**16**
Asian / MELAA / Pasifika	Male					1	50%	1	50%	2
	Female					2	100%			2
	Total					3	75%	1	25%	**4**
European /Pākehā/Other European	Male	1	3.1%	3	9.4%	16	50%	12	37.5%	32
	Female			6	24%	9	36%	10	40%	25
	Total	1	1.8%	9	15.8%	25	43.9%	22	38.6%	**57**

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Target Group • Achievement targets set to accelerate progress of students performing below curriculum expectation. • Current data of target students compiled early Term 1 to gain specific individual / group needs. • Targeted small group reading to support further progress. • Teacher aide hours allocated to support priority learners. **Māori Student Achievement** • Teachers linked learning to real life experiences of Māori learners. • Evaluated the impact of initiatives to improve Māori students' presence, engagement, and achievement. • Continued to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum **Continue to build a Culturally Responsive School Culture** • Whanaungatanga - focus on building strong learning focussed relationships with the ākonga and their whānau. Utilised the experiences they bring to school. • Included contexts for learning that acknowledge our biculturalism.	Increase the total number of students learning within or beyond their appropriate curriculum level for reading by the end of 2022. • The total number of 2022 learners working within or beyond their appropriate curriculum level in reading is 85.2%% (75/88) compared with 65/77 (84.4%) the end of 2021. • The total number of 2022 Māori learners working within or beyond their appropriate curriculum level in reading is 70.6% (12/17) compared with 14/16 (87.5%) at the end of 2021. *Note: 19/88 (21.6%) students enrolled at Whakamārama School across 2022 and were new to cohort reporting. 7/19 (36.8%) did not reach typical student progress at year end, of which 3/19 (15.8%) are Māori.* Ensure all students make progress towards learning within or beyond their appropriate curriculum level for reading by the end of 2022. • Learners from 2021, continued to make progress towards learning within or beyond their appropriate curriculum level for reading. | Nov 2021	June 2022	Dec 2022
---	---	---
83.1% (59/71)	87.3% (62/71)	91.2% (62/68) | • Of the 12 students identified as needing targeting across 2022 - 7 were identified as having learning challenges ((working memory, auditory processing, dyslexia traits, ASD, speech and language).	**Target Student Data** • Data from December 2021 was used to compile target group students. • Current assessment data was collected and analysed early Term 1 to ascertain individual / group needs. Target groups compiled. • Monitoring of students that accelerated (2019, 2020, 2021) **School Wide** • Teachers used the 'Reading Book' by Sheena Cameron, Louise Dempsey to support reading programmes within the classroom. • Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home. • Focus on High Impact Teaching Strategies: goal setting, structured lessons, explicit teaching, worked examples, collaborative learning, multiple exposures, feedback, differentiated teaching, questioning. • Use of the Optimal Learning Model (Reggie Routman) which uses a slow-release model of I do (the teacher) We do (Teacher and Students), We do (Teacher and Students), You do (students apply new knowledge independently) • Learning was scaffolded so that students could notice, understand, and apply new strategies or conventions. • Teachers having high expectations- creating self-belief in learners as readers. • Teachers used of the Oral language handbook by Sheena Cameron, Louise Dempsey & Essential Oral Language Handbook to support oral language in the classroom. • Consistent use of modelling book - learners were able to refer back / recap previous learning. • Through the Learning Progressions Framework, teachers were prompted to think about the opportunities that they are providing for their learners. Are there areas	**Improve Student Achievement (student improvement)** • Set achievement targets to accelerate progress of students performing below curriculum expectation. • Continue to improve outcomes for all students, particularly Māori, Pasifika, and children with special needs (including gifted and talented) • Accelerate the progress and achievement of 12 students across 2023 as identified from 2022 achievement data yet to meet curriculum expectation. • Use teacher aide time to run small group interventions. **Māori Student Achievement** • Link learning to real life experiences. • Continue to evaluate the impact of initiatives to improve Māori students' presence, engagement, and achievement. • Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum • Gain feedback from parents of our Māori learners about their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement. **Culturally Responsive School Culture** • Continue to build relationships and connections with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākonga about their aspirations, their experiences at school, and their ideas for improving the school. • Include contexts for learning that acknowledge our biculturalism.

- Continued to strengthen the incorporation of te reo and tikanga Māori into our practices.

School Wide
- Teachers moderated students' learning against the Learning Progression Framework, so that there a consistent understanding of progress and achievement was developed.
- Provision of focussed literacy support (explicit teaching) to accelerate the students yet to meet curriculum expectations.
- Observation and feedback for teachers as required.
- Teachers having high expectations- creating self-belief in learners as readers.
- A focus on oral language.
- Implemented assessment practices that provided feedback to the learner. Students knowing where they are at, where they are going and what their next learning steps are to progress and achieve their goals (learner agency)
- Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home.

Teacher Inquiry
- Teachers and leaders aware of students below curriculum expectation, particularly Māori, regularly discussing and monitoring progress and analysis of next steps.

To **accelerate** the progress of the following priority groups as identified in the 2021 end-of-year achievement data:

6 Female; 5 Male (*Note: Female cohort reduced by 1 since 2021 end of year achievement data*)
- 5/6 (83.3%) female and 1/5 (20%) male cause for concern / at risk at the end of 2021 made accelerated progress and are working within their appropriate curriculum level.

2 Māori; 9 NZ / European (*Note: NZ / European cohort reduced by 1 since 2021 end of year achievement data*)
- 2/2 (100%) Māori students 'at risk' / 'cause for concern' end of 2021 continue to be target students.
- 6/9 (66.7%) NZ / European students 'at risk / 'cause for concern' at the end of 2021 made accelerated progress and are working within their appropriate curriculum level.

Three Year 2; One Year 3; Two Year 4; Four Year 6; One Year 8 (*Note: Year 6 cohort reduced by 1 since 2021 end of year achievement data*)
- 3/3 (100%) Year 2 students reached curriculum expectation
- 1/1 (100%) Year 3 students continue to be target students.
- 1/2 (50%) Year 4 students reached curriculum expectation.
- 1/4 (25%) Year 6 students reached curriculum expectation.
- 2/4 (50%) of the Year 6 students that continue to be target students made accelerated progress but continue to be at risk.
- 1/4 (25%) of the Year 6 students that continue to be target students have made progress but continue to be a cause for concern.
- 1/1 (100%) Year 8 students reached curriculum expectation.

of teacher planning that could be improved to ensure our learners progress through the 7 aspects of reading? Teachers identified areas that needed strengthening and planned accordingly for their learners.
- PaCT was used to guide teachers to make best-fit decisions about their students' achievement in each of the aspects of the reading.

Parent Partnership
- Parent / whānau meetings took place in April and July to discuss learning goals and progress / achievement.
- Use of Class Dojo to promote learning partnerships with whanau/student/teachers.
- Teachers connecting with whānau – especially for target learners.
- Face to face meetings
- Connections with parents / whānau of target students (phone, email, letters)
- Reporting consultation with whānau

BOT and MOE Funded Learning Support Programmes
- Reading Recovery programme: 4 children reached age-appropriate levels. 4 more children were chosen to come on to the programme (to be continued in 2023).
- Early literacy support programme - (Early words) - Teacher aide
- Accelerating Learning in Literacy (ALL)
- Structured Literacy introduced.
  - Better Start Approach – Year 1
  - iDeaL Approach – Years 2-8
- Lexia Core 5 Reading subscription purchased for target students - use of the programme is developing to determine its impact over time.

Professional Development
- Successful RTLB referral for a group of learners. This involved teacher aide professional development and 10 weeks funding to deliver the Heggerty programme (reading and writing go hand in hand)
- Better Start (Year 0/1) - Teachers learned how to respond to reading problems and

- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Continue to increase visible te reo and tikanga Māori in our kura.
- Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākonga and their whānau.
- Focus on local history and tikanga.

School Wide
- Teachers continue moderating students' learning against the Learning Progression Framework, so that there is a consistent understanding of progress and achievement.
- Provide focussed literacy support (explicit teaching) to accelerate the students yet to meet curriculum expectation.
- Observation and feedback for teachers
- Leaders use the GROW model for peer coaching and mentoring.
- Planning to continue to involve and reflect an element of student voice in reading topics and genres.
- Applications to RTLit, RTLB, Speech & Language as applicable (Tier 2 intervention)
- Teacher planning monitored and open dialogue with staff on how the needs of students below curriculum expectation are being catered for to promote acceleration.
- Collaboratively share strategies and ideas for students that are not progressing.
- Teachers continue to implement and strengthen assessment practices which provide feedback to the learner. Students know where they are at, where they are going and what their next learning steps are to progress and achieve their goals (learner agency).
- Continued implementation of Structured Literacy: Better Start (Year 1) and the iDeaL Approach (Years 2-8)
- Improve student assessment capability (school-wide rubrics)

Teacher Inquiry

- Monitored the impact of support programmes

Parent Partnership
- Used a variety of ways to engage parents and whānau regularly and involve them in students' learning.

BOT and MOE Funded Learning Support Programmes
- Reading Recovery programme
- Early literacy support programmes
- Structured Literacy across the school (iDeaL approach and Better Start)
- Teacher aide funding

Professional Development
- Provision for individual professional development, in class modelling, observation and feedback for teachers as required.
- Structured literacy (Better Start Approach and the iDeaL Approach)
- Curriculum Progress Tools (focus on reading)

how to use the shared book reading context in the most effective way to support early reading development.
- Structured Literacy - iDeaL Approach (Year 2-8)
- Provision of professional learning and knowledge to teach explicitly (structured literacy)
- Professional learning activities (whole school): Learning Progressions Framework - Teachers collaboratively explored the 7 of aspects of the reading framework. Teachers used the Learning Progression Frameworks (LPFs) to make mid-year and end of year judgements in PaCT.

- Collaborative Teacher Inquiry- Teachers and leaders being aware of students below curriculum expectation, particularly Maori, regularly discussing and monitoring progress and analysis of next steps collaboratively.
- Monitor impact of support programmes

Parent Partnership
- Continue to further develop parent partnerships to support teacher knowledge and understanding of learners and use this to improve learner engagement (particularly for students not at curriculum expectation).
- Continued commitment to Class Dojo to promote learning partnerships with whanau/student/teachers.
- Provide parents with information and resources and teach them strategies so they can help their children with their home learning. Make sure parents know how their efforts are benefiting their children.

Professional Development / Learning
- Provision for individual professional development: in class modelling, professional readings, observation, and feedback for teachers as required.
- Structured Literacy: iDeaL Approach – continued use of professional learning modules.

Planning for next year:

- Addressing Priority Learners: identification; collaborating to better address students' learning needs; whānau engagement
- Continue with integrated learning: curriculum development encompassing an integrated curriculum, authentic learning experiences, culturally responsive and relational pedagogy.
- Continue to sustain researched evidenced approaches to accelerating students.
- The board will continue to support resourcing that impacts on reading.
- Reading: Across 2023, accelerate the progress and achievement of 12 students
  - 6 Female; 6 Male
  - 4 Māori; 8 NZ / European
  - Three Year 2; One Year 3; One Year 4; Three Year 5; Three Year 7; One Year 8

Focus Area	WRITING
Strategic Aim:	**Strategic Goal:** To provide a responsive curriculum and effective teaching to raise student achievement and success for all
Annual Aim:	**Annual Plan Action** Targets set to increase the number of students achieving at / above the expected curriculum levels for writing

Target:	Target students will make accelerated progress in writing in relation to school progression levels and the NZ Curriculum
	Success Indicators:
	We will know when we have achieved this when we:
	1. Increase the total number of students learning within or beyond their appropriate curriculum level for writing by the end of 2022.
	2. Ensure all students make progress towards learning within or beyond their appropriate curriculum level for writing by the end of 2022.
	3. To *accelerate* the progress of the following priority groups as identified in the 2021 end-of-year achievement data (excluding end of year leavers):
	    • 9 Male; 3 Female
	    • 2 Māori; 9 NZ / European; 1 Other
	    • Two Year 2; Three Year 3; Four Year 4; Two Year 6; One Year 8

Baseline Data 2021

Writing		At Risk		Cause for Concern		Expectation		Exceeding Expectation		Total
		Number	Proportion	Number	Proportion	Number	Proportion	Number	Proportion	Number
All students	Male	1	2.4%	8	19%	32	76.2%	1	2.4%	42
	Female			4	11.4%	26	74.3%	5	14.3%	35
	Total	1	1.3%	12	15.6%	58	75.3%	6	7.8%	**77**
Māori	Male			2	25%	6	75%			8
	Female			1	12.5%	6	75%	1	12.5%	8
	Total			3	18.8%	12	75%	1	6.3%	**16**
Asian / MELAA / Pasifika	Male			1	50%	1	50%			2
	Female					2	100%			2
	Total			1	25%	3	75%			**4**
European /Pākehā/Other European	Male	1	3.1%	5	15.6%	25	78.1%	1	3.1%	32
	Female			3	12%	18	72%	4	16%	25
	Total	1	1.8%	8	14%	43	75.4%	5	8.8%	**57**

Actions *What did we do?*	Outcomes *What happened?*	Reasons for the variance *Why did it happen?*	Evaluation *Where to next?*
Target Student Data • Achievement targets set to accelerate progress of students performing below curriculum expectation. • Current data of Target Group children was compiled early Term 1 to gain specific individual / group needs. • Targeted small group writing to support progress and acceleration using 15-week intervention approach. **Maori Student Achievement** • Teachers linked learning to real life experiences of Māori learners. • Evaluated the impact of initiatives to improve Māori students' presence, engagement, and achievement. • Continued to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum **Continue to build a Culturally Responsive School Culture** • Whanaungatanga – focused on building strong learning focussed relationships with the ākonga and their whānau. Utilised the experiences they bring to school. • Included contexts for learning that acknowledge our biculturalism. • Incorporated te reo and tikanga Māori into our practices **School Wide**	Increase the total number of students learning within or beyond their appropriate curriculum level for writing by the end of 2022. • The total number of 2022 learners working within or beyond their appropriate curriculum level in writing is 75/88 (85.2%) compared with 64/77 (83.1%) at the end of 2021. • The total number of 2022 Māori learners working within or beyond their appropriate curriculum level in writing is 12/17 (70.6%) compared with 13/16 (81.3%) at the end of 2021. *Note: 19/88 (21.6%) students enrolled at Whakamārama School across 2022 and were new to cohort reporting. 7/19 (36.8%) did not reach typical student progress at year end, of which 3/19 (15.8%) are Māori.* Ensure all students make progress towards learning within or beyond their appropriate curriculum level for writing by the end of 2022. • Learners from the 2021 cohort, continued to make progress towards learning within or beyond their appropriate curriculum level for writing. <table><tr><td>**Nov 2021**</td><td>**June 2022**</td><td>**Dec 2022**</td></tr><tr><td>83.1% (59/71)</td><td>87.3% (62/71)</td><td>91.2% (62/68)</td></tr></table> • Of the 12 students identified as needing targeting across 2022 – 6/12 (50%) were identified as having learning challenges (working memory, ASD, ADHD, dyslexia traits, auditory processing and speech and language).	**Target Student Data** • Each teacher analysed their classroom writing data to select a target group for 2022. • Student Voice was collected from students to "know our learners", their strengths, interests, attitudes, and beliefs about themselves as writers. • All target students received core and more support with four or five, 20 minutes focussed, targeted teaching sessions with their classroom teacher each week. • Teachers identified major learning challenges that were a barrier for individual student's learning, and actively researched and experimented with strategies to mitigate these learning challenges. • Monitoring of target students - writing samples every 4 weeks • Monitoring of students that accelerated (2019, 2020, 2021) **School Wide** • Continued focus on High Impact Teaching Strategies • Continued use of the Optimal Learning Model (Reggie Routman) which uses a slow-release model of I do (the teacher) We do (Teacher and Students), We do (Teacher and Students), You do (students apply new writing strategies or conventions) • Frontloading new learning before other students. This is developing students' confidence and having multiple exposure to new learning. • Making learning visible improved students' understanding of learning goals and what effective writers do. • Teachers shared strategies and ideas for students that were not progressing. • Focus in on a key competency during 'core and more' opportunities	**Improve Student Achievement (student improvement)** • Set achievement targets to accelerate progress of students performing below curriculum expectation. • Improve outcomes for all students, particularly Māori, Pasifika, and children with special needs. • Accelerate the progress and achievement of 11 students across 2023 as identified from 2022 achievement data **Māori Student Achievement** • Continue to link learning to real life experiences. • Continue to evaluate the impact of initiatives to improve Māori students' presence, engagement, and achievement. • Continue to review the school curriculum to ensure that this reflect the aspirations and needs of Māori students and are inclusive of the principles of The New Zealand Curriculum • Gain feedback from parents of our Māori learners about their involvement with the school and find out what we can do to improve communication. Find out how they prefer to be consulted with about their child's progress and achievement. **School Wide** • Teachers use illustrations from the Learning Progressions Framework to build their understanding of the significant steps that students take as they develop their expertise in writing (spanning levels 1–5 of the New Zealand Curriculum) • Teachers use the writing framework to identify the writing demands of the programmes they provide for students.

- Provide focussed literacy support (explicit teaching) to accelerate students below curriculum expectation (core and more).
- Collaboratively shared strategies and ideas for students that are not progressing. Writing moderation of target students.
- Continued to apply successful strategies from ALL project (Programmes for Students)
- Provided a variety of opportunities to write in different text forms (particularly boys). Reading and writing across the curriculum.
- Implemented assessment practices which provided feedback to the learner (learner agency), improving student assessment capability.
- Use of e-learning tools to supplement and enhance the teaching of literacy at school and at home.
- Modelling and use of cameos so that students knew what their writing should look like.

Teacher Inquiry
- Continued to strengthen use of 'Spiral of Inquiry'. Leaders leading collaborative inquiry and professional learning group discussions to build teacher capability.
- Strengthen staff discussions around student learning trajectory and achievement.
- Monitored the impact of support programmes.

Parent Partnership
- Used a variety of ways to engage parents and whānau regularly and involve them in students' learning.

To **accelerate** the progress of the following priority groups as identified in the 2021 end-of-year achievement data:

3 Female; 9 Male
- 2/3 (66.7%) female and 3/8 (37.5%) male 'at risk' / 'cause for concern' at the end of 2021 made accelerated progress and are working within their appropriate curriculum level.

2 Māori; 9 NZ / European; 1 Other
- 2/2 (100%) Māori students continue to be target students.
- 5/8 (62.5%) NZ / European students cause for concern at the end of 2021 made accelerated progress and are working within their appropriate curriculum level.
- 1/1 (100%) other ethnicity students continue to be target students.

Two Year 2; Three Year 3; Four Year 4; Two Year 6; One Year 8
- 2/2 (100%) Year 2 students reached curriculum expectation.
- 2/2 (100%) Year 3 students reached curriculum expectation.
- 1/4 (25%) Year 4 students reached curriculum expectation.
- 2/2 (100%) Year 6 students continue to be target students.
- 1/1 (100%) Year 8 students continue to be target students.

Note: acceleration requires monitoring, so these learners are in the foreground for 2023

Teachers identified when students were demonstrating a key competency and used the language associated with this competency to praise.
- Teachers supported students to develop strategies for meeting challenges.
- A 'can do' attitude was fostered in the learning environment.
- Personal goal setting
- Teachers having high expectations- creating self-belief in learners as writers.
- Teachers providing a variety of opportunities to write in different text forms (particularly boys).
- Moderation of writing samples
- Teachers modelled and used cameos (examples) so that students knew what their writing should look like.
- Consistent use of modelling book – students able to refer back / recap previous learning.
- Consistent daily 'extra' (on top of) - frontloading. Seeing groups daily and in addition to existing programme
- Needs based and explicit teaching.
- Seeing target groups when they were fresh (in the morning) – teachers being mindful of latecomers.
- Consistent use of scaffolds, use of exemplars, writing tools, classroom displays.

Teacher Inquiry
- Spiral of Inquiry - Whole School Collaboration (united focus, collective language)
- Staff continued to apply successful strategies from ALL project (Years 1,2 & 3).
- Collaborative Teacher Inquiry- Teachers and leaders were aware of 'at risk' and 'cause for concern' students, particularly Maori, regularly discussing and monitoring progress.

Parent Partnership
- Parent / whānau meetings took place in April and July to discuss learning goals and progress / achievement.

- Continue to use writing data as part of the inquiry cycle: What do the results tell us? What do we need to do? How will we do it?
- Provide focussed literacy support (explicit teaching) to accelerate students below curriculum expectation (core and more).
- Observation and feedback for teachers
- Teachers to share practice with other teachers and to work in partnership with parents, families and whānau.
- School leaders to build conditions to support sustained achievement gains.
- Leaders use the GROW model with peer coaching and mentoring.
- Continue to model and use cameos so that students know what their writing should look like.
- Continue to focus on writing topics and reading material of particular interest to boys.
- Planning to continue to involve and reflect an element of student voice in writing topics and genres.
- Continuation of structured literacy across all classrooms (iDeaL Approach and Better Start)
- Applications to RTLit, RTLB, Speech & Language as applicable (Tier 2 intervention)
- Writing moderation with other schools
- Gather and analyse writing samples each term. Use achievement data to inform next steps.
- Teacher planning monitored and open dialogue with staff on how the needs of students below curriculum expectation are being catered for to promote acceleration.
- Writing moderation of target students (twice a term). Link this to the Learning Progressions Framework.
- Develop a whole school approach to proofreading (Text: 'No More, My

BOT and MOE Funded Learning Support Programmes (reading & writing go hand in hand)
- Reading Recovery programme
- Early literacy support programmes
- Accelerating Learning in Literacy (ALL)
- Structured Literacy across the school (iDeaL approach and Better Start)

Professional Development
- Provision for individual professional development, in class modelling, observation and feedback for teachers as required.
- Structured literacy (Better Start Approach and the iDeaL Approach)
- Leadership in writing – professional learning groups

- Use of ClassDoJo to promote learning partnerships with whanau/student/teachers.
- Face to face meetings
- Connections with parents / whānau of target students (phone, email, letters)

BOT and MOE Funded Learning Support Programmes
- Reading Recovery programme: 4 children reached age-appropriate levels. 4 more children were chosen to come on to the programme (to be continued in 2023).
- Early literacy support programme - (Early words) - Teacher aide
- Accelerating Learning in Literacy (ALL)
- Structured Literacy introduced.
  - Better Start Approach – Year 1
  - iDeaL Approach – Years 2-8

Professional Development
- Principal released teachers to undertake professional readings and collaborative discussions.
- Successful RTLB referral for a group of learners. This involved teacher aide professional development and 10 weeks funding to deliver the Heggerty programme.
- Provision for individual professional development, in class modelling, observation and feedback for teachers as required.
- Leadership in writing - Literacy leader facilitated and lead change for both the learner and teacher capability

Students can't Edit')

Teacher Inquiry
- Continue to strengthen staff discussions around student learning trajectory and achievement.
- Use questionnaires, surveys and parent input when scanning (spiral of inquiry). Key question: What is happening for students in your classroom?
- Continue to strengthen use of 'Spiral of Inquiry'. Leaders leading collaborative inquiry and professional learning group discussions to build teacher capability

Culturally Responsive School Culture
- Continue to build relationships and connections with Māori students in our school. Find out where they are from, their iwi affiliations, and who their whānau are. Talk with ākonga about their aspirations, their experiences at school, and their ideas for improving the school.
- Include contexts for learning that acknowledge our biculturalism.
- Meaningfully incorporate te reo Māori and tikanga Māori into the everyday life of the place of learning. Continue to increase visible te reo and tikanga Māori in our kura.
- Whanaungatanga – continue to focus on building strong learning focussed relationships with the ākonga and their whānau. Utilise the experiences they bring to school.
- Focus on local history and tikanga.

Parent Partnership
- Face to face conversations with parents of target students (at least twice a term)
- Support parents with prompts on what to ask their child about their writing. How to talk to your child about their learning e.g., 2 stars and a wish / 2 medals and medal
- Continue to build genuine learning-focused partnerships between students,

teachers and whānau using ClassDojo to support parent feedback, interactions and learning conversations.

Professional Development / Learning

- Professional readings
- Identify gaps in teaching capability and invest in opportunities for teachers/ kaiako and staff to strengthen teaching, leadership and learning support.
- Teachers work together in a collaborative, interactive and ongoing way to improve teacher practice and outcomes for students.
- Explore teaching guidance available for English: progression in action guidance, English in action videos, planning templates, curriculum content cards.
- Text: 'No More, My Students can't Edit')

Resourcing

- Continue to review resources available to students below curriculum expectation to effectively meet their reading / writing needs.
- Leadership of writing

Planning for next year:

- Addressing Priority Learners: identification; collaborating to better address students' learning needs; whānau engagement
- Continue with integrated learning: curriculum development encompassing an integrated curriculum, authentic learning experiences, culturally responsive and relational pedagogy.
- Continue to sustain researched evidenced approaches to accelerating the progress of students.
- The board will continue to support resourcing that impacts on writing.
- Writing: Across 2023, accelerate the progress and achievement of 11 students
    - 7 Male; 4 Female
    - 4 Māori; 6 NZ / European; 1 Other
    - Three Year 2; One Year 3; Four Year 5; Two Year 7; One Year 8